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AUTHOR Roberts, Betty Jean
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ABSTRACT

A six-week unit on the Kikuyu people of Kenya for grades 4, 5, and 6 is presented. An overview of the unit lists major concepts and skills to be developed, behavioral objectives, and materials needed for each unit. Following the overview, seven lessons are outlined. In lesson one, students analyze their attitudes toward African culture. Lesson two focuses on Kikuyu housing. Students construct diaramas displaying traditional and modern homes. Lesson three considers the importance of the extended family in African culture. Lesson four investigates the naming of children and the role of Kikuyu family members. Students write a short play depicting the role of a Kikuyu family member. Lesson five, focusing on food production, includes recipes for traditional African foods. In lesson six, students study African clothing. Activities include tie-dyeing and making dashikis. Lesson seven examines traditional educational processes which involve parents teaching children folk tales, crafts, and family tradition. The length of time necessary for presentation, general objectives, reading resources, and teaching methods are provided for each lesson. (KC)

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"KIKUYU LIFESTYLES"

An Instructional Unit for Intermediate,

Elementary Grades

by

Betty Jean Roberts

University of Missouri, Columbia

This teaching unit on Africa was developed as part of an interdisciplinary workshop project in African curriculum development held on the University of Illinois' Urbana-Champaign campus in the summer of 1977. The workshop project, which was funded by the National Endowment for the Humanities, was carried out from 1977-80 and was integrated into an on-going program of outreach services offered to teachers nationwide. For further information on teaching aids available through outreach services, contact:

Outreach Director
African Studies Program
1208 West California, #101
Urbana, Illinois 61801

SO 012 687

RATIONALE

The misconception of Africa as a sleeping giant must be eradicated from the minds of our children. Children must be made aware of the riches of Africa found in its cultural traditions and artistic heritage.

The purpose of this unit is to inform children of the diversity and splendor of Africa, through the study of one nation, Kenya, and one case study of the Kikuyu. Through the use of books, slides, art, and other activities, students will become aware that the Kikuyu are an example of Africa's rich tradition and cultural heritage. The unit is designed for an intermediate grade level (4,5 or 6).

These lessons, in their entirety, were designed for the needs of this particular teacher. Discussions and methods may be changed to meet the needs of the individual teacher.

OVERVIEW

1. The student, after participating in a six week unit involving a case study on the Kikuyu people will understand how the physical environment of Kenya's highland region affects lifestyles.

2. Lifestyles will be defined to include:

    1. Location of the people.
    2. Housing
    3. Family and kinship groups (roles).
    4. Diet
    5. Clothing
    6. Religion

Major Concepts to be Developed

1. All human beings have basic needs.
2. Human beings have similar needs, but meet them in different ways.
3. Environment and culture influence man.
4. Patterns of behavior develop around the main interests and resources of a nation.
5. The culture in which a man lives shapes his personality, values and patterns of behavior.
6. Living in a group requires cooperation between group members.
7. Cooperative effort is important to human survival.
8. Producers use human, natural and capital resources to make goods.
9. Lifestyles of the Kikuyu are responses to their social and physical environment.
10. The study of culture includes the study of one's own culture and attitudes towards it.

Skills to be Developed

1. The ability to follow instructions and carry them out in action.
2. To develop the ability to draw on one's own cultural experiences in seeing similarities and comparisons in lifestyles.
3. To learn skills called for in playing games.
4. To learn to cook an African dish.
5. To be able to keep a note-book.
6. To be able to research information.
7. To be able to talk in front of a group.
8. To develop skills in map reading.
9. To develop skills in drawing conclusions based on visual observations.
10. To develop listening skills.
11. To develop skills in conducting interviews.
12. To enhance manipulative skills.

VARIOUS METHODS

Bulletin Boards:

The initial bulletin board will be designed by teacher to introduce the unit. Materials will come from various pictures, books, and drawings about Africa. The remaining bulletin boards will be designed by students using materials that they have collected and produced.

Learning Stations:

Areas within the classroom will be utilized as learning stations. These areas will be used for display booths of children's projects. They will also include the following stations:

1. Language Center -

   Language Master
   Audio flashcards with common Kiswahili terms.
   New vocabulary words presented throughout the unit.

2. Reading stations -

   Pillows and rugs
   Several books on Africa in general.
   African folktales and African children
   Learning packets designed for individual research projects and games.

3. Art station -

   Picture display on African Art
   Several art artifacts obtained from school library
   Handouts and books on African crafts
   Activity cards directing students on how to make various African crafts.

4. African Animal station -

   Picture displays
   Picture books
   Activity cards (i.e. researching for information on poachers, games reserves etc.)

Notebooks:

Teacher will distribute handouts as well as oral information concerning Kikuyus and Kenya. It will be the responsibility of the student to keep information for use in doing research.

SAMPLE ACTIVITY CARDS

Art station

Papier-mache: African masks
Tie dyeing
Making of beads
Making of calabashes
Pottery making
Making of drums and rattles
(short readings will be written on how and why these articles are used.)

African animal stations

A. African Style Baseball

Purpose: To encourage student to think quickly in relating specific to general terms.
Materials: Paper and pencil, card with baseball diamond drawn on it, 2 to 4 players.
Directions: 1. At home plate, write in an African classification (i.e. animal).
2. Player must say this word, then supply an African related example for each base.
3. He scores points if he can think of four examples.

B. Royal Animals of Kenya

Purpose: To learn about animals of Kenya that are kept in game reserves.
Materials: Duplicated sheets with individual pictures of lions, cheetahs etc., construction paper, short explanation as to why animals are kept on reserves.
Directions: Have children color any picture they want of the duplicated sheets. Glue pictures on to construction paper. Make a notebook of pictures calling it "The Royal Notebook of Animals."

C. Animal Shuffleboard

Purpose: To encourage children to quickly recall facts about given animals.

Materials: Large poster board filled with various animal names in the squares, 2 to 4 players.

Directions: 1. Player tosses an eraser into a square.
2. Within a 30 second period he must relate to his partner as many characteristics as he can about the animal.
3. A point is scored for each characteristic given.
4. Person with the most points wins.

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"African Animals are a Puzzle"

Purpose: To review African animals in the form of a puzzle.

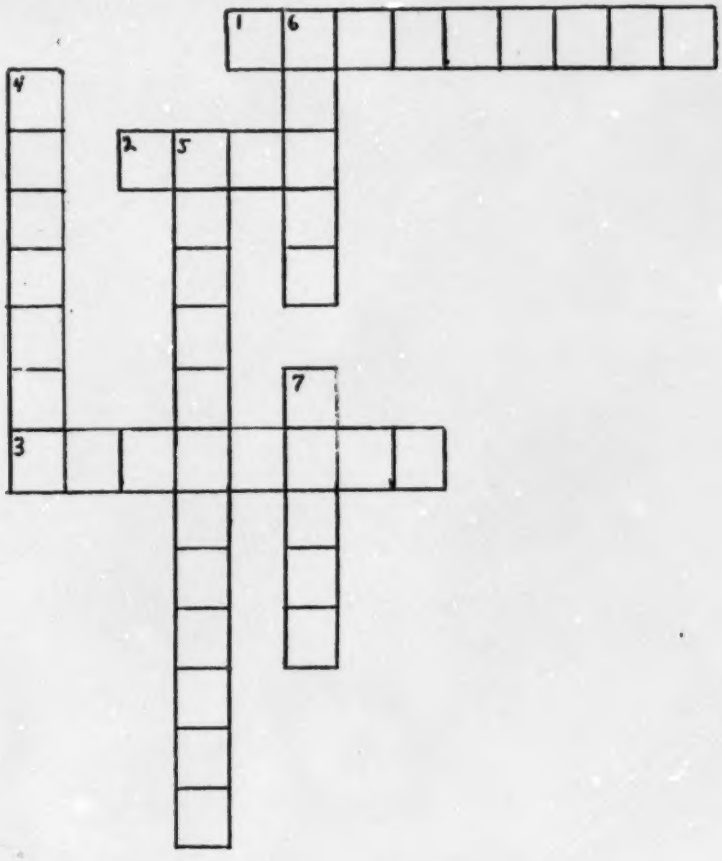
Materials: Pencil and duplicated crossword puzzles.

Across:

1. I am a reptile. I have rough skin.
2. I am "King of the Beasts"
3. I am the largest animal in the world. I have a trunk.

Down:

4. My neck is so long I can eat the uppermost branches on a tree.
5. I am so large, I must eat six bushels of water plants per day.
6. I have a bad temper and can run as fast as a horse. I have a long front horn.
7. I carry people and loads across the desert. I am able to store water for long periods of time.



SPECIFIC BEHAVIORAL OBJECTIVES

Days 1, 2

1. Student will be able to state his own impression of Africa and Africans.
2. Student will be able to state his own impressions of Africa and Africans through the use of word association activity.

Skill: To develop in children an ability to draw on their own cultural experiences in seeing similarities and comparisons.

Approach:
Oral Discussion
Slide Presentation

Materials:
Slides of African animals, people, clothing
Milliken African Map Transparency
Milliken Climate Map Transparency
Overhead Projector
Chalk - Chalkboard

Days 3-7 Housing

1. Student will be able to locate the country of Kenya.
2. Students will recognize that the Kikuyu are located in the central highlands of Kenya.
3. Student will become aware of how climate in the highlands affect the Kikuyu in terms of housing.

Skill: Student will be able to draw conclusions based on visual observations.

Approach:

Slide Presentation	Art Activities
Oral Discussion	Student Research

Materials:
Slides of various forms of housing in East Africa.
Student handout of map of Kenya divided into 3 regions.
Milliken's African Climate Map Transparencies and Map of Africa.
Student handout of diagram of Kikuyu homestead.

clay	aluminum foil
popsicle sticks	twigs
construction paper	rocks
straw or hay	small plants
glue	foil pie plate
cardboard boxes	magic markers or Tempra paints

Days 8,9 The Extended Family

1. Student will understand the structure of the Kikuyu family as an example of an extended family.

Skill: To enhance skills in essay writing.
To develop listening skills.

Approach:
Oral Discussion
Art Project

Materials:
Story - Lyembe's Childhood (excerpt from East African childhood: Three versions)

Blank slides	Crayons
Mounts	Chart of extended family
Marking pens	Construction paper

Days 10, 12 The Roles of the Family Members

1. Student will become aware of how Kikuyu children are named.

2. Student will become aware of the various roles of Kikuyu family members.

Skill: To follow instructions and carry them out in action.
To enhance speaking skills.

Approach:
Oral discussion
Role play
Slide presentation

Materials:

Poster Board	Scissors
Marking Pens	Chalk - Chalkboard
Magazines	Glue

Days 13, 14 Food

1. The student will demonstrate that he is able to differentiate between physical and cultural influences on African food tastes by explaining why Kenya's highland region might raise different crops.

2. The student will demonstrate that he respects Kikuyu food tastes by expressing interest in preparing and eating a Kikuyu meal.

3. The student will become aware of how climate affects the growth of various crops.

Skill: To cook an African dish.
To be able to follow instructions and carry them out.
To develop research skills.

Approach:
Slide viewing
Discussion

Materials:
Ingredients for meal
Slides of crops grown in Kenya highlands (coffee, tea, maize)
Transparency: Climate map of Kenya
Overhead Projector

Days 15, 16 Clothing

1. The student will demonstrate an appreciation for Kikuyu dress.

2. The student will demonstrate an appreciation for African and Kikuyu dress.

3. The student will become aware of how geographical factors determine modes of dress.

Skill: To enhance students' manipulative skills.
To develop skills of following instructions and carrying them out.

Approach:
Picture Displays
Group Participation

Materials:
Map of Africa
Scissors
Paints
Paint brushes
Needle, thread
Old sheets (brought by students)
Directions for tying skirt, headwrap and carrying a baby.

Days 17-19 Education

1. Student will become aware of how the traditionsl Kikuyu child was educated.

2. Student will become aware of the importance of tradition in shaping a child's educational background.

3. Students will become aware of similarities between a Kikuyu child's education and that of himself.

Skill: The ability to follow directions and carry them out.
To develop skills in drawing conclusions based on visual observations.
To develop listening skills.
To learn the skills needed for participating in games.
To enhance speaking ability.

Approach:
Charts
Oral discussions
Reading and listening games

Materials:

- Jumpropes
- Chart
- Candles
- Egg cartons
- Forty-eight (48) rocks or kidney beans
- Copy of Swahili Proverbs - by Albert Scheven
- Slides: African Schools

LESSON ONE

TITLE: What Africa Means to Me

Length: Two days, 35 - 60 minutes

General objective: Student will recognize that the study of culture includes the study of one's own feeling and attitudes toward that culture.

Reading Resources: Teacher

1. Adams, William etc., Afro-American Literature: Boston: Houghton, Mifflin, 1970.
2. African Studies Hand Book for Teachers Part I: Massachusetts: Worcester Teacher Corps, 1971.
3. Are You Going to Teach About Africa?, New York: African-American Institute, School Services Div., 1970.
4. Bohannan and Curtin. Africa and Africans, New York: Natural History Press, 1971.
5. Milliken's Min Outlines - Africa: St. Louis Missouri: Milliken Publishing Company, 1971.
6. West Africa: An American Heritage, Massachusetts; University of Massachusetts. Center for Education, 1974.

Reading Resources: Student

1. Carpenter, John Allan, et al. Enchantment of Africa Series: Kenya, Chicago; Children's, 1972.
2. Soja, Edward. Kenya, Glenview, Illinois: Scott Foresman Company, 1973.

Method:

1. Introduce lesson by showing slide of African lion, or dress in a teacher-made paper bag lion (say roar).
2. Ask children "In which continents would you find a lion?" Children may respond by saying Asia and Africa.
3. Ask children "In which continent would most lions be found?"
4. Response should be Africa. After response has been made, inform pupils that you want to play a game with them to see how much more they know about Africa.
5. Show other slides. Have various children respond to their impressions of the slide in relationship to the climate, people, clothing of Africa.
6. Record these answers on chalkboard as they are given.
7. Children may respond with different stereotypes such as:
   1. It's a jungle.
   2. It's hot.
   3. People dress strange.
8. Display transparencies on overhead - (show equator - show Mt. Kenya) - discuss various climatic regions - discuss location and size of Africa - emphasizing the diversities, helping children to understand why they have these stereotypes.

9. End discussion with statement that Africa is a continent of diverse regions, people and cultures.
10. Read Poem: WHAT IS AFRICA TO ME. Play music background. Have handouts available for children to follow.

Activities: Students may write poem indicating their "new found" impressions of Africa. Teacher can use these poems as a means of evaluation. Read them before the class. Mount poems and display them.

WHAT IS AFRICA TO ME

Countee Cullen

What is Africa to me;
Copper sun or scarlet sea
Jungle star or jungle track
Strong bronzed men, or regal black
Women from whose loins I sprang
When the birds of Eden sang?
One three centuries removed
From the scenes his fathers loved,
Spicy grove, cinnamon tree,
What is Africa to me?

LESSON TWO

TITLE: Kenya
Kikuyu Housing

Length: 4 to 5 days, 35 - 45 minutes

General Objective: Man is influenced by two factors:
1. geography
2. culture.

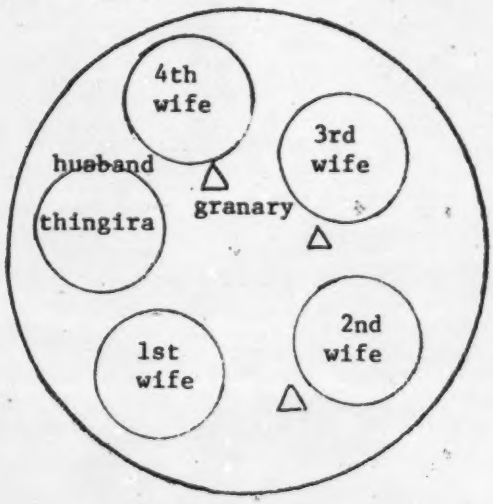
Reading Resources: Teacher

1. Brouilette, B. et. al. African Geography for Schools, London: Longman, 1974.
2. Carlson, Lucille. The Geography of a Changing Continent. New York: Africana, 1971.
3. Fellows, Lawrence. East Africa. New York: McMillan, 1972.
4. Kaplan, Irving. Area Handbook for Kenya. Washington: Government Printing Office, 1976.
5. Kenyatta, Jomo. Facing Mt. Kenya. New York: Random House, 1965.
6. Ominde, S. T., Studies in East Africa: Geography and Development. Los Angeles: University of California Press, 1971.
7. Soja, Edward. Kenya

Method: Introduce activity by asking "How many of you have traveled abroad?

1. Solicit responses by asking various children where they have traveled.
2. Teacher asks students, "If I were to travel abroad and wanted to find a country that had lots of animals, where would I go?" Children should respond by saying Africa.
3. Ask children "Do you know where in Africa?" Guide children to say East Africa.
4. Point out East Africa on map.
5. Show students on map East Africa is a big region. Name some of the countries.
6. Inform students that the country that we will focus on will be Kenya.
7. Read poem "Kenya Our Motherland."
8. Ask children questions about poem such as "What does the poem suggest about the elevation? What do you think is meant by the great crack that ignited fire beneath volcanic hills? What types of animals are found in Kenya? When lions awake to car horns may suggest what about the animal life in Kenya, where is the desert land in Kenya located?"
9. At this point children may be divided into groups and research answers at the activity station or answers may be discussed as a total group.
10. Place outline map of Africa on transparency. Locate Kenya. Discuss Kenya in terms of size, location, and shape.
11. Ask children "Why would the climate be milder and drier in some parts of Kenya than others?"

12. Help children understand that climate is influenced by the following:
    1. Elevation of land
    2. Surface features (mountains, etc.)
    3. Distance from ocean
    4. Distance from equator
13. Inform children that Kenya can be divided into 3 regions. Coastal, highland and dryland. Discuss with children the climate and vegetation of each region.
14. Ask children "Considering the geography of each area where do you think the majority of people would be found?" Guide children to say highland.
15. Inform students that in the highland region the largest ethnic group in Kenya can be found. They are called the Kikuyu. Because they live in the highland region we could say the environment affects their life-styles. Today we will discuss how environment affects housing.
16. Inform children that because of climate, different types of housing may be found.
17. At this point, you may help students make comparisons between various regions of the United States in order to see how climate affects housing (New Mexico, New York) or summer homes in their own area.
18. Discuss with students how Kikuyu's use those building materials that can be found in their region. Basically there are two types of homes: traditional and modern.
19. Ask "What types of materials could be found in this region?"
20. After discussion, inform children that traditional homes are made of mud, branches, long grass, etc.
21. Discuss how homes are built.
22. Inform them that modern homes are similar to those in any city.
23. Show slides of East African houses, both modern and traditional. Discuss role of family in building traditional home.
24. Pass out diagrams of a Kikuyu traditional homestead.



25. Introduce terms - granary, thingira, nyumba, gichegu ruhirigo.
26. Explain how each section of home is used - furniture, purpose of granary, dishes, Gichegu, ruhirigo, where food and animals are kept.
27. Modern homes may now be discussed - can be apartment building and lavish homes for rich or shanties of card board boxes for poor- metal on roofs, etc.
28. Have children make comparisons and contrasts.

Activities:
1. Divide children into 2 groups. Have one group build a traditional home in back of class using construction paper, cardboard boxes, glue, aluminum foil. Have other group build a modern home in same manner.
2. Direct class in making diaramas displaying traditional and modern homes using clay, hay, popsicle sticks, glue.
3. Fill a pie plate with damp sand. Use small twigs, rocks plants that children find. Build a traditional home.

POEM: "Kenya Our Motherland"

Beneath these mortal feet
Is motherland
Our Kenya motherland
Freed in tears and blood,
The hump of Africa
Soaring skyways amid the clouds,
Forever wearing the white cap
Like a covenant knot upon the equator,
A sentry among the clouds
Forever pointing us to God
For us soliciting rain
The blessed milk of African Life.

Beneath thy heaven w'd heights
Tumble down the depths
That mark the Great Crack
That Split the rock by force
Igniting fire by volcanic hills.

O Kenya motherland
Where flamingoes roost on sanctuary lakes
And lions sunk in deep deep slumber
Awake to the tunes of hooting cars;
From whose eastern shores
Ever pounding waves scrub thy rocky ribs;
In whose northern desert land
Sand dunes roll over eternal silence.
Tomorrow's cure for strained nerves
Let God Bless Thee, Our Motherland.

Additional Activities:

America, when it was a young nation, relied heavily on the environment for
1. It s building resources.
2. Furniture
3. Dishes.

Have children do a research project to discover that geographical factors influenced types of homes Americans built, or to discover any similarities used in the building of homes.

LESSON THREE

TITLE: An Extended Family

Length: 2 - 3 days, 35 - 45 minutes. Grade level - intermediate (4,5,6)

General Objectives:

1. The culture in which a man lives shapes his personality, values, and patterns of behavior.
2. Living in a group requires cooperation between group members.
3. Cooperative effort is important to human survival.

Reading Resources: Teacher

1. Fox, Lorene K., East African Childhood. Nairobi: Oxford University Press, 1967.
2. Kaplan, Irving., Area Handbook for Kenya.
3. Kenyatta, Jomo., Facing Mt. Kenya.

Reading Resources: Student

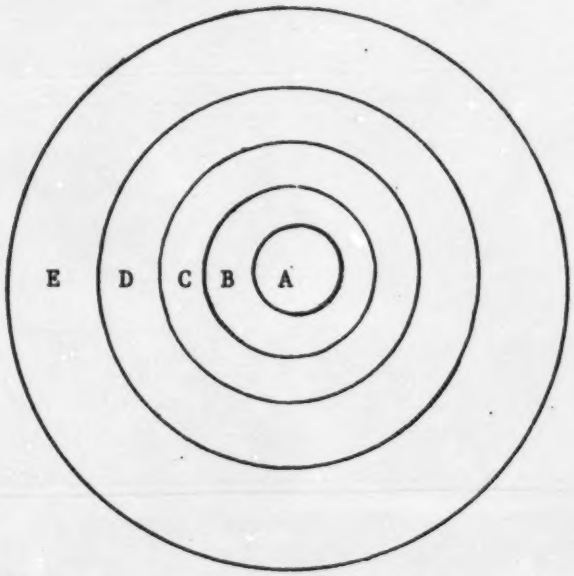
1. Johnston, Rhoda., Iyabo of Nigeria, California: Alpha Iota Chapter of Pilamba Theta, 1973.
2. Nolen, Barbara. Africa is People, New York: E. P. Dutton, 1967 (excerpt "Life Among Kikuyu".)
3. Schatz, Letta., Taiwo and Her Twin. New York: McGraw Hill, 1964. (even though these stories are about Yoruba girls, they express the concept of the extended family extremely well. Children will be able to make comparisons).

Method: Introduce lesson by asking children "How many members are in your household?"

1. Compare American family structure to Kikuyu. What does this indicate about the American family structure in general? What does this indicate about Kikuyus?
2. After discussion read "Lijembe's Childhood."
3. Discuss story. Focus attention on members of family in story.
4. Inform children that among some traditional Kikuyus there is an extended family structure.
5. Inform children that among traditional Kikuyus polygyny is a wide-spread practice (explain economic reasons if children ask). Thus the families are very large and very close (term polygamy has been discussed in previous units).
6. Inform children that extended families consists of several generations of families living together.
7. Discuss with children relationship of uncles, aunts, cousins (children refer to them as mother, father, sister, brother).

8. Display chart:

A - individual
B - extended family
C - lineage
D - clan
E - ethnic group



9. Inform children that the extended family is only the beginning of wider circle of relationships.
10. Discuss each component of chart: See if children can draw their own conclusions.
    1. Clan: anyone that can trace family tree to a common ancestor.
    2. Clan divides into lineage groups.
11. At this point teacher may inform students that among modern Kikuyus monogymy is practiced - families are not so large.
12. Emphasize to children that among Kikuyus the family no matter how old is well taken care of. Children will discover there is a great respect for elders among the Kikuyus.
13. Begin reading Taiwo and Her Twin. Place Iyabo in class library.

Activities:

1. Children may draw on blank slides with grease pencils their own interpretations of an extended family as a focal point. Have them write a short description explaining slides.
2. Allow each child 3 minutes to show his slide and discuss with class.
3. The same activity may be done on construction paper. Display result.
4. Written exercise: Tell children that some people feel that the extended family is the best way to raise a family because all the adults share in the responsibility. Others feel that the nuclear family (mother, father, children) is the best because the responsibility for raising children falls only on the mother and father. Write an essay stating which idea you agree with and why you feel this way.

LESSON FOUR

TITLE: Naming of Children
The Role of the Family Members

Length: 2 - 3 days, 35 - 45 minutes

General Objectives:

1. The culture in which a man lives shapes his personality, values and patterns of behavior.
2. Living in a group requires cooperation between group members.
3. Cooperative effort is important to human survival.
4. Lifestyles of the Kikuyu people are responses to their social and physical environments.

Reading Resources: Teacher

1. Hickman, G. M. The Lands and People of East Africa. London: Longman, Green and Co., 1960.
2. Kapling, Irving. Area Handbook of Kenya.
3. Kenyatta, Jomo. Facing Mt. Kenya.
4. Nolen, Barbara. Africa is People.
5. Soja, Edward. Kenya.

Method:

1. Introduce lesson by asking children "How are children in the U. S. given their names?"
2. After discussion inform children that the extended family structure has a great influence on the life of a Kikuyu child, even at birth.
3. Explain to children how Kikuyu children receive their names.

Background Information

If 1st child born is a boy named after paternal grandfather.
If 1st child is a girl named after paternal grandmother.
If 2nd child is a boy named after maternal grandfather.
If 2nd child is a girl named after maternal grandmother.
If the 1st and 2nd child born are boys - one is named after paternal grandfather, the other the maternal grandfather.
If the 1st and 2nd child born are girls one is named for paternal grandmother the other for the maternal grandmother.
3rd child boy or girl named after great paternal grandmother or great paternal grandfather - system proceeds through generation.

4. Have the children write down their position of birth (i.e. my name is Betty. I am the 1st born daughter and 2nd born child, therefore I would be named after my paternal grandmother. My name would be Oma).

5. Have each child come before class and tell his new name - (if one is necessary) and basis upon which he received his new name.
6. If any child is unaware of grandparents' or great grandparents' name, he will be allowed to report to class the next day after talking to parents.

Activity:

Make name tags indicating position of birth and new name. Student may also write on tag who he was named after. Teacher may present a chart of different positions of birth that students may use as a guide.

Additional Activities:

Have children do a geneological tracing of family tree as far back as he can go. Teacher can limit activity to great great grandparents.

Family Members

Method:

1. Ask children "what is the role of the father in the family?"
2. Discuss other family members with children: role of mother and children in an American household.
3. Inform student that in the Kikuyu family everyone works together for the welfare of the entire household.
4. Show slides of African family members performing various tasks. As they are presented --

   a. Discuss role of father in a traditional Kikuyu family.
      1. Father called baba.
      2. Supreme ruler of the homestead.
      3. Custodian of family property.
      4. Highly respected by other family members.
      5. Clears the land and the bush; breaks up the new soil
      6. Tends to animals - gets the food.
      7. Builds fences around homesteads and framework of home.
      8. Takes animals to market.
      9. Plants crops etc. . .

   b. Discuss role of mother.
      1. Mother called maito.
      2. Nurse of children (clothes, feeds).
      3. Family mediator.
      4. Takes care of granary.
      5. Helps cultivate crops and plants.
      6. Harvests the crops.
      7. Dressmaker, basket weaver, pottery maker.
      8. Brings water to homestead, and firewood.
      9. Grinds millet prepares food -
      10. Sells at the market, and shops etc. . .

c. Discuss role of children: Inform students that children have roles assigned to them dependent on age, but begin activites in production for family members at an early age. Basically a sharing of responsibilities with parents. Boys help father, girls help mother.

d. Discuss how physical environment affects - where firewood obtained, etc. . . Girls help the mother by doing domestic chores similar to mother, may also babysit etc. Boys help the father in the field, watch over the animals.

e. Discuss modern Kikuyu families: roles similar to American child.

Activities:

1. Have groups of students write a 5 minute play depicting role of a Kikuyu family member or, students may research that of another African family. ALLOW FOR STUDENT PRESENTATIONS.

2. Have children make magazine scrapbook describing the various roles of the family members in America - contrasting and/or comparing these roles to modern or traditional Kikuyu family members.

LESSON FIVE

TITLE: Food

Length: 2 - 3 days, 35 - 45 minutes

General Objectives:

1. Producers use human, natural, and capital resources to make goods.
2. All human beings have basic needs.
3. All human beings have similar needs, but meet them in different ways.

Reading Resources: Teacher

1. Hickman, G. M. The Lands and Peoples of East Africa.
2. Kamling, Irving. Area Handbook of Kenya.
3. Kenyatta, Jomo. Facing Mt. Kenya.
4. Millikens Outline Map Transparencies: Africa. St. Louis, MO.: Milliken Publishing Co., 1971
5. Ominde, S. H., Studies in East Africa: Geography and Development. Los Angeles: University of California Press, 1971.
6. Ojany, F. F., Kenya: A Study in Physical and Human Geography.

Reading Resources: Student

1. Nolen, Barbara, Africa is People

Method:

1. Show the students the bag containing ingredients for meal. Tell the student that the ingredients for a typical American dish are in the bag. Have them quess what ingredients are.
2. Ask students if they think all of the ingredients could be grown in the U. S. ?
   A. Where would _____ come from? Why would it come from this area?
   B. Ask if all crops can be raised everywhere? Oranges in Maine? Bananas in Alaska?
   C. Ask students what environmental factors limit where crops can be grown?
3. Ask students if all Americans like the same foods? Make list of some of students' preferences on board and discuss why they like them. Guide the student to recognize that ethnic preferences and individual tastes also influence the foods we eat.
4. Place transparency on overhead. Have students locate Kenya's highland region. Review temperature of area, rainfall vegetation.
5. Inform students that climate plays an important part in what is planted, and when.

Facts About Area Where Kikuyu Live

1. High altitude, over 5,000 feet.
2. Richest farming area in Africa.
3. Soil is fertile because of rainfall.
4. Jan. - Feb., short dry season; March - May, long rain; June - October, dry season; Nov. - Dec., short rains.
5. During dry season family works together to prepare their field for planting.
6. Peas and beans planted during long rain because they are slow growing crops and need plenty of rain.
7. Millet planted during short rains. If it is planted during the long rainy season it grows too tall and bears little grain.
8. Seasonal crops such as maize, beans, sweet potatoes are planted at once when long rains start.
9. Sugar cane and bananas flourish only in certain soils in highland area.
10. Coffee, pineapple, pyretheum also grown.

6. Show slides of various crops and poster depicting various crops that are grown in the highlands and used for staples by Kikuyus.
7. Inform children that one of the most popular dishes of the Kikuyu is irio (ground maize with potatoes, onions, beans and green leaves boiled into a thick soup).
8. Discuss crop rotation.
9. Most people do subsistence farming - some cash crop farming.
10. Show students contents of bag. Ask if they are ready to cook a Kikuyu meal.

Activity:

1. Cook a Kikuyu meal.
2. Divide class into groups. Children may research which products are used as "cash crops," and which are grown mainly for the family's needs. How pyrethrum is used; how sugar cane is used.

Recipe: Couscous

Country: Libya

Ingredients:
2 pounds lamb, mutton, or beef
1 tablespoon olive oil
2 tablespoons butter
3/4 cup minced onion
2 teaspoons salt
1/2 teaspoon black pepper
1/8 teaspoon red pepper
1/2 teaspoon tumeric
3 tablespoons tomato paste
2 cups potatoes
2 cups yellow or white squash
2 cups zucchini
2 cups chick peas
1 pound semolina, cracked wheat, or millet
2 tablespoons orange water
1/4 teaspoon cinnamon
1/4 teaspoon cloves
2 teaspoons fat

To Prepare:
Cut 2 pounds lamb, mutton, or beef into 10 pieces. Brown lightly in one tablespoon olive oil and two tablespoons butter. While browning slowly for about ten minutes, add 3/4 cup minced onion.
Make paste of:
2 teaspoons salt
1/2 teaspoon black pepper
1/8 teaspoon red pepper
1/2 teaspoon tumeric
3 tablespoons tomato paste
Spread paste on meat, reduce heat and simmer for another ten minutes. Simmer until meat is tender enough to be pierced with fork. Then add:
2 cups potatoes, peeled and cut into chunks
2 cups coarsely diced yellow or white squash
2 cups coarsely diced zucchini
2 cups presoaked, precooked chick peas (stock if necessary)
Simmer covered until meat and vegetables are tender (about 3/4 hour). Place in perforated steamer or couscous pot: 1 pound semolina, cracked wheat, or millet.
Steam cereal uncovered for 15 minutes. (If you have no steamer, leave the cracked wheat out overnight wrapped in a thoroughly water-soaked dish towel after spinkling the cereal with about 2 cups of water. Then heat.)
Remove cereal from steamer and add: 2 tablespoons orange water, 1/4 teaspoon cinnamon and 1/4 teaspoon cloves. Toss couscous lightly into 2 teaspoons fat and place in serving dish.
Drain liquid from meat mixture. Put meat and vegetables on couscous. Pour 1 cup of liquid over meat and vegetables and serve remaining liquid as a separate sauce. Serve at once. Makes 6 servings.

Do this

Recipe: Chakula Cha Afrika (African stew)

Country: Kenya

Ingredients:
1 cup cooked potatoes, peeled and quartered
1 cup cooked cabbage, chopped
1 cup chopped beef
2 tablespoons cooking oil
salt and pepper
water

To Prepare:
Brown beef in cooking oil. Add potatoes and cabbage and mix well. Add water to cover mixture and season to taste. Bring to the boil and simmer for 30 minutes.

Recipe: Groundnut Soup

Country: Hausa-Nigerian

Groundnut is the British term for "peanut" and soup means "sauce" or stew."

Ingredients:
6 pieces of beef, or liver
6 ounces roasted groundnuts
1/2 cup of milk
4 large peppers (green or red)
1 small onion
2 medium fresh tomatoes
1 teaspoon ground fresh or diced chilies
6 ounces locust beans or iru or red beans (pinto)
salt to taste

To prepare: Grind peppers, onion, tomatoes, beans, and nuts. Wash meat and season with salt. Make fire and put meat on to cook until the water from the meat dries. (If liver is used in place of beef, the liver should be added when the groundnut is added.) Add about a 1/2 pint of hot water. Add ground peppers, onion, etc., and cook for 15 minutes. Add groundnut and cook until the soup thickens. Add milk last. Serve hot with soft boiled rice balls or plain boiled rice. Serving for 3.

Recipe: Groundnut Soup

Country: An Americanized version of a Cameroonian dish.

Ingredients:
1 chicken in serving pieces
1 medium onion sliced
4 scallions chopped
2 tomatoes
1/2 teaspoon thyme
2 tablespoons peanut butter, or 1/2 cup mashed peanuts
salt and pepper
1/2 teaspoon red pepper
peanut oil

To Prepare: Season chicken with salt, pepper and red pepper. Brown chicken in peanut oil. Fry vegetables and thyme and red pepper in peanut oil in another skillet. Add peanut butter to cooked vegetables and stir. Add chicken. If soup dries, add water and more peanut butter to taste. Cover and simmer 45 minutes until chicken is cooked. Serve over rice.

Recipe: Collard Green Chop

Country: Liberia

Chop is Liberian English for "food."

Ingredients:
1 chicken cut up
2 bags of collard greens or mustard greens
1 can tomato paste
1 medium onion chopped
1/2 pint palm oil
red pepper crushed
salt and pepper
1 cup of Crisco
1/2 pint water
2 chicken bouillon cubes

To Prepare: Season chicken with salt and pepper. Brown in Crisco. Place palm oil in a large pot and heat. Add chopped greens, onions, tomato paste, bouillon cubes, salt and red and black pepper to taste. Add browned chicken pieces and cook for 35 minutes until chicken is tender and spices well blended. Serve over rice.

LESSON SIX

TITLE: Clothing

Length: 3 - 4 days, 35 - 45 minutes.

General Objectives:
1. Man is influenced by 2 factors:
   a. geography
   b. culture
2. Human beings have similar needs but meet them in different ways.

Reading Resources: Teacher

1. African Studies Handbook for Teachers Part I.
2. Derryck, Vivian. Yoruba Blue: SYMBOLS ON CLOTH. Cambridge, Massachusetts: Education Development Center, 1973
3. Kaplan, Irving. Area Handbook of Kenya.
4. Kenyatta, Jomo. Facing Mt. Kenya.
5. Sallye, Columbus, Accent African Fashions. New York: Col. Bob Association, 1975.
6. West Africa: An American Heritage.

Method:
1. Introduce lesson by asking children "what type of clothing do you wear in winter? Summer?"
2. Review location of equator with children. Review with them that Africa basically tropical.
3. Ask children how would this affect clothing worn by Kikuyu people?
4. Show slides to children of various men, women, and children. Point out dress.
5. Inform them that women dress in Western as well as traditional clothing.
6. Inform them that men also dress in Western and traditional clothing.
7. Inform children that today will learn how to dress as a Kikuyu.

Activity:
8. Teach children to make dashikis. Show children various tie dyeing techniques.
9. 3rd day teach boys how to wear a wrap as men do and girls how to wrap a skirt, head tie and carry a baby. Take pictures of students to display on bulletin board.
10. Coloring Book of Modern African Clothing. (made by teacher)

FACTS

In very traditional Kikuyu societies women and men wore clothing of soft animal skins. For making a woman's garment the skin was pegged to the ground to dry. Then, a skilled tanner would peel off the hair leaving skin with required smoothness and thickness. For some skins, hair was scraped off with a knife. The skin was softened by rubbing it into the hands. After this, skin was measured and shaped. Consisted of three pieces, 1) upper garment (nguo ya goro) 2) skirt (mothuru) 3) apron (mwenu).

Men had one garment called gethii. Gethii was made short and covered the body from shoulder to just below the hips, leaving legs bare. The elder wore long gethii's.

LESSON SEVEN

TITLE: Education

Length: 2 - 3 days, 35 - 45 minutes

General objectives:

1. Patterns of behavior develop around main interests and resources of a nation.
2. Culture in which a man lives shapes his personality, values and patterns of behavior.

Reading Resources: Teacher

1. African Studies Handbook for Teachers Part I.
2. Fergueson, Joan and Henry. Changing Africa: A Village Study Unit. Thompson, Ct: Interculture Associates, 1973.
3. Kenyatta, Jomo. Facing Mt. Kenya.
4. Twerefoo, Gustav. Popular Games for African Children (handout). African Studies Program of the University of Illinois, 1977.

Reading Resources: Student

1. Eleanor Heady, When Stones were Soft and Smooth: East African Folktales NY: 1968.

Method:

1. Introduce lesson by asking "can a person who has never been to school be considered educated?"
2. Ask children how man knew their ABC's or numbers before they came to school.
3. Discuss with children how they learned these things if they had never been to school.
4. After discussion, take class to gym or playground area.
5. Discuss concept of oral tradition.
6. Inform students that "the purpose of education is to prepare students to survive in the society in which he or she lives. In the traditional Kikuyu society children never entered school they learned from their parents the customs and traditions they needed."
7. A jumprope game may emphasize this point.

   Mable, Mable
   Set the table
   Don't forget the
   Salt and pepper

8. Discuss with the children what concepts can be learned from this jumprope rhyme.
9. Have children demonstrate other learning jumprope activities.
10. Point out ABC song to children also.
11. Have children sit in circle and discuss their opinions on how they think a traditional Kikuya child was educated.
12. Children may discuss similarities in how parents guided them in growing.

Facts - Traditional

1. Education aimed at teaching children in the family and clan tradition.
2. Environment was school.
3. Mother taught child correct manner of speaking and acquainted children with important names in the family. This information was sung to child.
4. Questions were asked of children quizzing them on their history and tradition in an amusing or conversational manner.
5. Father took charge of boys' education - mother took charge of daughters.
6. As children wandered and played, they became aware of natural environment. They would associate names to plants that were used as medicine, etc.
7. Girls were taught to make baskets and take charge of younger children.
8. Children were taught through proverbs, riddles and puzzles and folktales.

13. At this point, take children inside.
14. Darken room; light candles - play African background music.
15. Tell children that evening was the favorite time for telling stories - work was done, meal eaten. Then there was time to sit around the fire and listen to stories that might depict the day's happenings.
16. Read story "Mumbele and the Goats" and "The Cattle Egret."

Ask-

1. What season of the year did both of these stories take place?
2. What was the role of the father in the story of Mumbele and the Goats? Role of mother?
3. What do both stories indicate about how people treated the animals?

Activity:

1. Have children make dioramas depicting their own folktales that they will tell before the class.
2. Have children make a book of their folktales and illustrate them.
3. Take the list of Swahili proverbs and see if children can give them American meanings.

Methods:

1. Hold blank poster board, labeled <u>American</u> on one side, Kikuyu on other. Ask: "How old were you when you began school?" Child will answer 5, write information on poster. Ask: "What grade were you in?" Ask: "How old were you when you began 1st grade? Child will answer 6. Inform them that Kikuyu children begin their introduction to 1st grade at same age. It is referred to as Standard I. Proceed in this manner until you reach grade 7 - Standard 7.

American		Kikuyan	
Age	Grade	Age	Grade
5	K	5	at home
6	1	6	Standard I
7	2	7	Standard II
8	3	8	Standard III
9	4	9	Standard IV
10	5	10	Standard V
11	6	11	Standard VI
12	7	12	Standard VII

2. After chart is completed, ask children what are the similarities of the chart? "What does this indicate about American Education and Kikuyu Education?" Yes, they are the same.

1. Inform students that the basis of modern education was laid by missionaries who introduced reading as a tool for spreading Christianity.
2. Discuss geographical factors that sometimes schools may be miles away; therefore, many children board at the schools beginning in 1st grade.
3. Show slides to children of African schools.
4. Discuss with children that primary schools go to 7 years in length. Children enter at age 6, leave at 13. Parents are required to pay fees. Subjects: Language, math, history, geography, arts and crafts, music, physical education and religious instruction.
5. After discussion, tell children after a child completes primary level is eligible to take exams for secondary schools. Tests are important because there are only enough schools for 1/3 of the students to continue their education.
6. Discuss course content at secondary level - arts, science or technical courses. Girls take general work in science, home management.
7. Secondary Education takes 6 years to complete. At end of 4th year students take a test - "The East African Certificate of Education": If passed, last 2 years is spent in Technical School (students do pay fees).
8. Finally, after completing last 2 years, students take another test - "The Higher School Certificate." This will enable student to enter the University in Kenya or abroad.
9. Inform student that in primary schools, it is not all work, recesses are given as in American schools. Children have to improvise games - not many commercial games.
10. Girls and boys all over Africa play a game called "Wari" - demonstrate game to children.
11. Show other games.

Activity:

Allow 3 student volunteers to conduct interviews with principal and older teachers. Have them compare school enrollment in their own school in 1971 and school enrollment now. Through the use of interview, students may discover:

1. Ratio of student to teacher in 1971 and now.
2. How many additional rooms have been used.
3. How many additional teachers have been hired.
4. Amount of money needed in 1971 to educate one child - compare to now.
5. Projections for the coming year.

This information can be brought back to class and discussed.

CULMINATING ACTIVITIES

Students will be required to write a three-page research paper. Research may be done on any of the following topics:

Jomo Kenyatta, a Kikuyu Leader
Poaching in Kenya
Harambee
The Mau Mau Revolution
Traditional Religious Practices Among Kenyans.

(extra credit will be given if student can find specific information on Kikuyus)

Other Religious Practices (Christianity, Islam)
Cash Crop Farming
Kenyan Game Reserves
Subsistance Farming

Additional topics may be added by teacher, as well as students.

Students will be required to use at least three reference sources, (no encyclopedias).

Write a short play: A Day in the Life of a Kikuyu Boy or Girl